

## WALHALLA SENIOR HIGH

151 Razorback Lane  
Walhalla, SC 29691

**GRADES** 9-12 High School

**ENROLLMENT** 817 Students

**PRINCIPAL** Donald C. Lawrimore, Jr. 864-638-4582

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	9	1	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	84.3	77.7	80.8	75.7	74.0	73.0
<b>Passed 2 subtests</b>	10.5	15.1	13.2	13.7	15.4	15.8
<b>Passed 1 subtest</b>	4.7	2.4	3.3	6.9	6.9	6.9
<b>Passed no subtests</b>	0.6	4.8	2.7	3.7	3.7	3.6

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	169	97.6	156	23.1	171	85.4
<b>Gender</b>						
Male	96	99.0	88	30.7	99	82.8
Female	73	95.9	68	13.2	72	88.9
<b>Race or Ethnic Group</b>						
African American	3	I/S	4	I/S	4	I/S
Hispanic	13	84.6	13	0.0	15	80.0
White	153	98.7	139	25.9	152	86.2
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	12	91.7	21	0.0	25	64.0
Students without disabilities	157	98.1	135	26.7	146	89.0
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	156	23.1	0	N/A
<b>English Proficiency</b>						
Limited English proficient	3	I/S	1	I/S	6	16.7
Non-LEP	166	98.2	155	23.2	165	87.9
<b>Lunch Status</b>						
Subsidized meals	28	89.3	32	0.0	34	58.8
Full-pay meals	141	99.3	124	29.0	137	92.0

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	23.1	19.6
<b>Seniors who met the SAT requirement</b>	23.1	20.0
<b>Seniors who met the grade point average</b>	55.8	59.3

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 817)				
Retention rate	5.2%	Down from 6.5%	6.6%	7.3%
Attendance rate	97.3%	Up from 97.0%	95.5%	95.5%
Eligible for gifted and talented	10.2%	Down from 14.0%	11.1%	5.1%
With disabilities other than speech	16.4%	Up from 12.5%	12.1%	12.2%
Older than usual for grade	6.9%	Up from 6.1%	7.3%	10.1%
Suspended or expelled	4.4%	Down from 4.5%	1.9%	2.3%
Enrolled in AP/IB programs	9.7%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	2.9%	Up from 1.8%	3.0%	2.7%
Career/technology students in co-curricular organizations	8.6%	Down from 14.9%	0.9%	3.2%
Enrollment in career/technology center courses	611	Up from 423	569	433
Students participating in worked-based experiences	27.3%	Down from 95.6%	27.3%	26.3%
Career/technology students mastering core competencies	67.4%	Down from 93.5%	75.3%	74.9%
Career/technology completers placed	93.8%	Down from 100.0%	100.0%	99.5%

Teachers (n= 52)				
Teachers with advanced degrees	63.5%	Up from 59.6%	57.7%	51.7%
Continuing contract teachers	86.5%	No change	84.3%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.8%	Up from 84.1%	87.1%	85.1%
Teacher attendance rate	96.9%	Up from 96.8%	95.8%	95.8%
Average teacher salary	\$40,960	Up 2.9%	\$41,164	\$40,303
Prof. development days/teacher	9.4 days	Up from 7.0 days	10.4 days	10.3 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	27.5 to 1	Up from 26.7 to 1	27.1 to 1	26.2 to 1
Prime instructional time	93.0%	Up from 92.6%	90.7%	90.1%
Dollars spent per pupil*	\$5,909	Down 0.8%	\$6,067	\$6,279
Percent spent on teacher salaries*	51.1%	Down from 54.4%	60.0%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	97.5%	Down from 98.0%	86.5%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Selected due to rigorous and relevant courses, high academic achievement, and effective school-to-career programs, Walhalla High was designated as a "New American High School" by the United States Department of Education. This places WHS in an elite category earned by fewer than 60 schools nationwide. Walhalla High uses the Career Major concept and Platinum Seal Achievement as unifying principles in course selection and career planning. The five-year counseling process begins in collaboration with Walhalla Middle School and involves parents, PACS Sponsors, and students. We believe this philosophy gives real meaning to education and genuinely prepares all students for life, regardless of goals after graduation. During the 2002-2003 school year, students exhibited high levels of achievement in a variety of ways. On the High Schools That Work Assessment, while the national average is 35%, over 55% of our seniors attained national goal scores in reading, math, and science, earning the prestigious Award of Educational Achievement. The AEA certification pre-qualifies students for jobs at companies such as Bellsouth, Lucent Technologies, and Duke Power. The seniors graduating in May of 2003 scored above the national average on the SAT. This is the third time out of the last four years the graduating class has scored above the state and national average. Walhalla High's students competed nationally in categories such as FIRST Robotics and US History Day. In athletics, teams garnered several regional championships. We entered the second year of Project Lead the Way, a pre-engineering initiative involving district, state, and national institutions. We also collaborated with Clemson University to coordinate efforts to provide grant money and enable students from different content areas to coordinate a "Geometry mini-golf day." While we have so many successes to share, we also have areas of concern. One of our most pressing issues is the number of ninth-grade students not making a successful transition to the high school environment. This year continued the steady increase in the number of ninth graders not passing required courses. Walhalla High expects a high level of commitment from all students. Studies consistently prove that increased rigor in high school coursework improves student success in college. To that end, all English and science students begin their high school coursework in college preparatory programs, ensuring high standards and protecting career options. We believe that level of accountability reaches areas not directly associated with college degrees. Our goal is that every student leaving Walhalla High be given the skills necessary to be highly effective in whatever area they choose after high school. We are truly optimistic about our future. While we know our programs rank high in the state and nation, we are constantly searching for ways to improve how we serve our students.

Don Lawrimore

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	51	181	88
<b>Percent satisfied with learning environment</b>	94.1%	78.3%	85.2%
<b>Percent satisfied with social and physical environment</b>	100.0%	79.9%	64.0%
<b>Percent satisfied with home-school relations</b>	100.0%	82.3%	86.0%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.